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VOLUME 27

NO. 3

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III

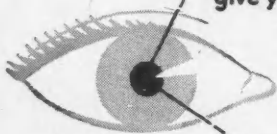
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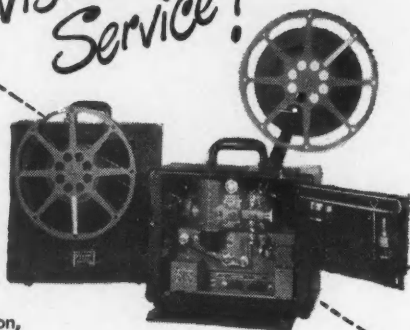


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Official Organ of The Alberta Teachers' Association

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ERIC C. ANSLEY, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume 27

DECEMBER, 1946

Number 3

## EDITORIAL

*May God Bless!  
All friends here,  
A Merry Merry Christmas  
And a Happy New Year.*

THE Alberta Teachers' Association wishes to all its members a Merry Christmas and a Happy New Year—to all teachers from Wild Horse and Whiskey Gap to Wandering River and Hines Creek; to teachers in city schools, town schools, village schools, consolidated schools and one-room rural schools; to teachers in the mountains, on the prairies, in the park lands and in the forests; to teachers living in comfortable homes and to teachers living in hovels or one-room teacherages; to teachers living near railways and highways and to teachers living in remote parts; to teachers working in fine buildings and to teachers working in wretched shacks; to teachers who receive mail twice every day and to teachers who receive mail one month after it has been mailed; to teachers in public schools, separate schools, private schools, and the Correspondence School; to members of the Faculty of Education; to teachers in training; to teachers who have returned to

their schools following discharge from the services and to teachers still serving in His Majesty's Forces; to teachers in the Department of Veteran Affairs; to ex-teachers now on teachers' retirement allowances; to ex-teachers now farmers, ranchers, implement dealers, salesmen, owners of garages, book stores, service stations, shops, stores, managers of departments, firms and hotels, doctors, dentists, lawyers, beauticians, realtors, accountants, nurses, stenographers, civil servants, advertising agents, policemen, mayors of cities, aldermen, members of the Legislature and of the Commons, members of School Boards, secretaries of school boards, superintendents of city schools and of the Divisions, High School Inspectors; to the Minister of Education, the Deputy Minister and other senior officials and members of the Department of Education; to all members of all school boards; to all officers of locals, sub-locals and convention Committees of the A.T.A. "God bless us every one!"

### MORE ABOUT THE "SITTER" SYSTEM

THE device of establishing correspondence centres under the direction of supervisors, now generally labelled "sitters," is undoubtedly the best of the practical alternatives that would be considered during any acute shortage of teachers. However, despite all the precautions that have been taken in Alberta, some sinister "by-products" have appeared, which have been reported in detail and which must be dealt with by the Alberta Teachers' Association.

In more than one Division those in charge of these correspondence centres have seized the device with impetuous enthusiasm, not only as a sovereign remedy for the shortage of teachers but as an improvement upon the regular methods of selection and training of teachers. Although it seems fantastic and incredible, it has been stated that a group of ex-high-school students, non-graduates, after a 3-day course in the Art and Science of Teaching, immediately "sat down" and proceeded to do a better job in the classroom than the average teacher. Another booster of the "sitter" system is more cautious, or more modest, and suggests a 3-day course from himself, a short period of sitting, topped off by a two-month course in the Faculty of Education at the University of Alberta.

Now these two suggestions, made in all seriousness as far as is known, come from dependable and authoritative educationists and should be investigated by a qualified and impartial committee. If either, or both, of these statements should be substantiated in whole, or in part, it means that our present elaborate machinery for the training of teachers is a stupid waste of time, effort, and money, and should be discarded forthwith.

IF IT should be proved, beyond any reasonable doubt, that the "sitter" is more efficient in the classroom than the average teacher, it must be because of the fact that the teacher had remained too long in high school and had acquired too much in the way of academic knowledge,

and, in addition, his potential value in the classroom had been further reduced through compulsory attendance at a teacher-training institution. Incidentally, it is amazing how often it is brought to our attention that so many of the 10% of the population who do manage to graduate from high school would have been of more use to themselves and to society if they had not wasted so much time in school acquiring varying amounts of useless information.

ALL this points to a simple solution for the shortage of teachers. A few of these peculiarly gifted persons could be delegated to select the best of the available high-school students and at the precise moment that each one has reached his peak as a "sitter," and, before any regression has set in through overstudy and overeducation, to remove him—generally her—from the class, give him/her the 3-day transmutation treatment, and enthrone him/her in a teacherless classroom as a "sitter."

Undoubtedly, this system would mean a saving to the Province of Alberta of thousands of dollars, and also would save those now contemplating teaching as a career from a blighted future, not to mention hundreds of dollars and hours of swatting, besides giving the children of Alberta a training superior to any received today except in the correspondence centres under the supervision of this year's crop of "sitters."

### Salaries

ACCORDING to the Dominion Bureau of Statistics at Ottawa, the average salaries in the publicly-controlled schools of eight provinces—Quebec excepted—rose from \$854 in 1939 to \$1,207 in 1945.

An interesting report on Salary Schedules has been prepared by the Canadian Education Association from data secured in August, 1946. This report is a synopsis of the salary schedules of teachers and principals in 24 Canadian cities. Anyone interested in this Salary Schedule should be able to obtain a copy by writing to Dr. C. E. Phillips, Executive Secretary, Canadian Education Association, 677 Dundas Street West, Toronto 2B, Ontario.



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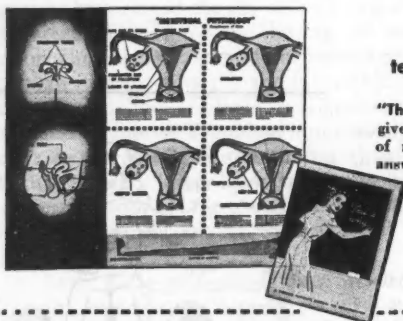
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# President's Column ===

IN THE past few months in this column, considerable emphasis has been placed on the economic problems of education, and particularly on the need for better salaries of teachers. However important these may be, there is, I suppose, a danger of creating the impression that a good salary is all that interests teachers. One sometimes hears the teaching profession criticized for this very thing. I recently heard someone say that modern schools could not compare with the schools of some years ago in their influence in building good character in the students. The implication, of course, was that teachers were neglecting this phase of the child's development, and were concerned only with intellectual achievement. Whether such opinion has any justification or not in facts is, of course, a question.

It is quite a common thing for people to speak fondly of the "good old times," and to see in modern progress only the deterioration of all that was good in the past. The opinion of some older folk that young people are "going to the dogs" has been found in every generation for thousands of years, but the young people continue to make a pretty fair job of life when their turn comes to take over. Doubtless the same thing is true of present-day teachers and schools.

It would be foolish to try to escape the fact that the schools can and do exert a powerful influence on the character of the students. A survey made recently by an American University to determine the most important factors that help to mold the characters of the youth of the nation placed the schools in third position, the first being the home

and the second the "natural gang." Artificial groups, such as the Boy Scouts and other youth groups, were placed fourth, and the Church fifth. It is evident that schools must accept their responsibility in this regard, and I believe that most teachers do consider this as one of the most important parts of the task they have to perform. We all recognize that intellectual development alone is not enough if we are to help these young people get the most they can out of life. Students must develop socially, physically, and spiritually as well as mentally.

If the teacher is to lead the child into the right understanding of character, he must himself have a sound philosophy of life and be an example to those he would teach. Moreover, to impart such knowledge he must be well-trained, and he must be really interested in all of his students, be they good or bad. These are heavy demands to make of anyone, but of necessity they are part of the job of teaching. Anyone who would become a teacher must accept the responsibility. This, I am sure, is one of the reasons why many young people hesitate to become teachers. They feel that the job is too big and the rewards too small.

Meanwhile, the teachers in service continue to do their best to meet the demands made upon them—demands that have grown in proportion to the increasing complexities of modern living. What have they to give the child besides mere knowledge. Surely nothing could be better than the great basic principles of Christian teaching on which our country's life has been built in the past. The present program of studies has as its very core the idea of

teaching pupils to live together as a harmonious group, to be kindly, honest, unselfish and of service to others. Thus there should be more, rather than less, emphasis placed on the art of successful living, and of true character development.

Another Christmas season is close at hand. This is a good time, perhaps, to remind ourselves of the real meaning of this holiday season, and in doing so to re-examine our aims

and motives as teachers. We will not be satisfied to do a job "just as good" as in the past, but will strive to give to our students a better vision of life as it can be lived.

May I wish you all a pleasant Christmas holiday, and may the New Year be for you a year of happiness and success.

Sincerely,

H. C. MELSNESS.

## An Ounce of Prevention or Eye-Glasses

(Seventh Article in Sight-Saving Series)

By Thyra Hull,

Sight-Saving Class, Edmonton

**T**HERE IS no doubt about it, it is human nature to slide along, generally, in the easiest way possible. However, if many people realized a few simple truths about saving children's eyes they would, indeed, be glad to take the trouble.

At the beginning of another school year one cannot help but wonder just how many more children will be required to get glasses before school closes in June. There are, of course, many, many possible reasons for these cases—some unavoidable, unfortunately, but many others certainly preventable.

In our schools and homes children's eyes should be constantly protected from glare and poor lighting. These subjects have been dealt with in detail in previous articles.

There is a predominance of the incorrect idea that our eyes are in some way separated from the rest of the body. They are definitely a very vital part, and are seriously impaired in their marvelous work of vision by disobedience to many general health rules.

If children do not get enough sleep their eyes pay a big price.

If young ones are continually excited and 'keyed-up,' as they are

in many picture shows and during many radio programs, this nervous strain tells on the eyes.

If they are continually poring over their books—studying in poor light or over shiny desks, especially for long periods—their eyes most certainly will pay.

Even brief Eye-Rest Periods during school hours and while at homework will help considerably. Brief periods, when

- the eyes are closed for awhile.

- the eye-lids are consciously blinked.

- change of focus is given the eye by looking at something much farther away than the book or work on the desk.

Many children's eyes are sacrificed that they may finish school a year or two earlier. Eyes are slow to complain, and much harm is done before anyone is aware of it.

Not only in school, but also at home, young folks should be encouraged to make more use of their ears and 'heads' resulting in much more rest for their precious eyes.

The observance of these few suggestions, which are within the reach of all, may prevent many children from having to wear glasses for the rest of their lives.

# TWO VIEWPOINTS ON . . . .

## *Counselling*

By D. S. Arbuckle

**T**HERE ARE probably few teachers today who have not added to their vocabulary the word "counselling," and it is almost equally certain that there is a wide divergence of opinion as to just what is meant by the term. This, however, is not too surprising, since there are an impressive number of "schools" of counselling, and one's definition of the term usually depends on the school to which one owes allegiance.

This article is concerned only with two rather broad classifications of counselling, directive and non-directive, and the beliefs of the two men who stand out as well-known exponents of these two methods—Dr. Edmund Williamson of the University of Minnesota, and Dr. Carl Rogers of the University of Chicago. The words directive and non-directive are somewhat deceptive, and a too literal interpretation of their meaning gives one a rather distorted idea of just what is meant by directive and non-directive counselling. Rogers, as the non-directive counsellor, is by no means the carpet over which the counsellee walks (as the non-directive counsellor is sometimes pictured by the directive school), and Williamson is certainly not the "you-must-do-exactly-as-I-say" type of counsellor (as the directive counsellor is often pictured by the non-directive school). It is well to note that Williamson's definition of counselling as a "means of helping people how to learn to solve their own problems" differs but little from Rogers' definition of counselling as a "means of allowing the client to

gain an understanding of himself to a degree which enables him to take positive steps in the light of his new orientation. "

It should be remembered too that both Williamson and Rogers are experienced and practical clinicians, and their ideas are the result of long scientific experimentation, not merely subjective opinions lacking any form of factual evidence. Nevertheless, there are certain areas where the clash of beliefs between directive and non-directive counsellors are quite evident, and the most pertinent of these will now be discussed.

1. The basic thesis of the non-directive school is that within every individual there are great growth forces, forces such that every individual has the capacity to adjust to his environment. With this Williamson cannot agree. He tends to believe that no individual can entirely overcome his own bias in viewing himself, and for this reason a counsellor can see an individual more objectively than can the individual himself. Moreover, according to Williamson, intelligent choices are made in terms of the future, and the child must be helped and given a telescope so that he may see into the future. Rogers would say that the child has that telescope within himself; there is no need to hand him one.

2. Rogers places greater stress on the individual's immediate situation rather than on his past, and he believes that effective counselling is definitely possible with the counsellor having little or nothing in the

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way of records. It is also believed by the non-directive school that the use of records is sometimes of negative value, since they may give the counsellor a pre-conceived and often false impression of the individual to be counselled, and thereby result in a situation where the counsellor feels that he has discovered the problem before he has even seen or heard the counsellee. This need not affect his non-directive counselling, but it would at least make his counselling more difficult. Williamson, on the other hand, cannot see that counselling can be very effective unless the counsellor has intimate knowledge of the individual whom he is counselling. Although the use of records may cause a certain bias, he feels that one of the qualities of a good counsellor should be the ability to remain objective.

3. In the words of Rogers "... it (non-directive psychotherapy) . . . places greater stress on the emotional elements rather than the intellectual aspects." In the actual counselling relationship, the client may talk entirely in intellectual terms if he so desires, but the counsellor endeavors to understand the emotionalized attitudes contained, because experience has shown that they are the dynamic elements involved.

Williamson, however, says . . . "nineteenths of counselling may be getting into the problem solving attitude—out of the emotional and into the intellectual frame of reference. At first, the counsellee is emotional and wants to rationalize, but the counsellor must make him see his problem. . . ." Williamson believes that if the counsellor is to stress the

emotional elements much will be lost, and, in effect, the net result will be that the counsellee has merely "washed off" his guilt onto the counsellor.

4. There is also a difference of opinion in the matter of advice and suggestion. The non-directive counsellor does not believe that therapy is possible if advice and suggestion and direction is to be given by the counsellor; if this is so, they say, there can be no true understanding of the self to a point where one can take positive steps in the light of the new meanings of one's experiences. Williamson, although he states . . . "... the idea of directive counselling is ridiculous," argues that intelligent choices are made only in terms of the future, and the job of the counsellor is to help the student to understand the basis of choice-making—but the choice can be made only by the individual himself. Learning how to make a choice is the most important outcome of counselling according to Williamson. The counsellor must directly help the counsellee to pull out the irrational factors in a problem and look at them; he must bring both the past and the future up to the present, and thus help the child to find what is the next best probable step; persuasion is used, but only to help the student to see clearly ahead. For Rogers, the one purpose of counselling is to get the counsellee to accept his own feelings; there should be no form of even subtle directiveness. On the other hand, Williamson is definitely skeptical about the value of a child's judgments about himself.

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5. Rogers is very wary as to the value and advisability of interpretation on the part of the counsellor. He believes there is a definite danger that the counsellor may interpret merely what he thinks the counsellor is thinking, or that he may interpret correctly, but before the counsellor is willing to accept this interpretation himself, and the net result is negative. Williamson agrees that the counsellor may be subjective and biased, but in viewing the individual being counselled he is not as subjective or biased as that individual himself, and his interpretation is based on a greater knowledge and wider experience, and he has thus a greater ability to predict possible outcomes. Interpretation should not be moral, but skill in judgment-making should be one of the "musts" of a good counsellor.

6. In the matter of limits there is little difference in the beliefs of the two men and the schools they represent. Rogers recently stated that in counselling there should be . . . " . . . behavior, not attitude limits . . ." and Williamson would likely agree with this statement. A counsellor may feel that all counsellors are fools, and he is quite free in the permissive counselling atmosphere to say so, but he is not free to follow this up by breaking a vase over the counsellor's head.

7. On the question of counsellor

training, Williamson does not believe that it is possible to train an effective counsellor in a short period of time such as a few months. He has stated that . . . " . . . one can learn to listen . . ." in that period of time, but he cannot participate intelligently, and this he must do if he is to be an effective counsellor. Rogers would say that although one could not become an analyst within a few months, he could, nevertheless, become an effective counsellor—effective enough to aid the individual in the attaining of insight; in the perception of new meanings in his own experience.

Another point of difference appears to be in a statement made by Williamson that " . . . the psychology of judgment making . . . is heavily stressed in the training of a counsellor. . ." In the training of non-directive counsellors a diametrically opposite viewpoint is taken. As has already been indicated, the non-directive counsellor is extremely cautious in the matter of passing judgment or making interpretations—and this is stressed in their training.

These, then, would appear to be the more important differences over which there is much discussion by teachers and counsellors, and there is little chance that this argument will decrease in scope. Indeed, it would be unfortunate if this were to take place, and the individual who, after some such discussion, can sit back, happily complacent in the belief that he has at last found the one and only answer, is either very wise—or very, very naive.

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# The Educational Institute of Scotland

*In 1947, the Educational Institute of Scotland will celebrate its Centenary. The following is a brief history of the Institute:*

Founded in 1847, the Educational Institute of Scotland originally represented, as it does today, all categories of Scottish teachers. In 1885 the Secondary Teachers' Association came into being, and in 1893 the Class Teachers' Association was formed. As the years passed, it came to be more and more clearly recognized that efforts for educational reform and professional advance were being seriously handicapped by the lack of that driving power which union alone can give. So in 1917 the three bodies united under the original name.

Immediately thereafter, the Institute entered upon a period of increased power and prestige. The Craik Report—a historic document which recognized for the first time that the State had some responsibility for the salaries of teachers—was followed in the same year by an Education Bill which embodied most of the main recommendations of the Report of the Institute's Reform Committee. Two years later the Institute negotiated the Minimum National Scales—an immense advance upon any previous salary scales—while the 1919 superannuation scheme which the Institute helped to frame was another landmark.

From year to year the Institute continued to grow in numbers, in strength, in status, in influence. Today it is recognized by the Secretary

of State for Scotland, the Scottish Education Department, and other Government Departments as the organization speaking with authority for the teaching profession, and its views receive the attention due to such a body. Its representatives serve on national and local government bodies, and it is represented on some fifty national voluntary organizations concerned with education and the welfare of children.

When the 1945 Education Act was in course of preparation, the Institute was intensely active in pressing its views in official quarters, and it is significant that many of the reforms in the Act reflect Institute policy.

It was at the instigation of the Educational Institute of Scotland that the National Joint Council was originally established. Consisting of representatives of Local Education Committees and the Educational Institute of Scotland, it has produced the Teviot Scales, and it will in future settle on a national basis questions relating to salaries and other conditions of service.

Locally, cooperation has been established with Education Committees, and in almost every educational area there is a Local Joint Committee of Education Authority members and of representatives of the Institute to discuss matters affecting education generally.

Cellulose ethers were used as soap substitutes in Germany to save edible fats.

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# For a Stamp . . . .

By C. C. Evoy

Health Education Division, Department of Public Health

**Y**OU MAY be interested in information on how the Provincial Department of Health works to improve the health of the people of this Province. Briefly we have outlined the organization and function of the Department of Public Health for Alberta. This includes the services of the fifteen divisions of the Department.

Or possibly you are interested in a community health department similar to the one in Edmonton as it is today. The story here tells us about such things as sanitary inspection, communicable disease control, etc., and winds up with an organization chart of the public health services.

The section on Health Education gives a summary of the work done by this division and an annotated list of pamphlets available free to all teachers. Included are publications printed for the Department of Public Health and a wide variety published by other agencies.

Other topics which we have covered are as follows:

Geographical Conditions

That Lead to

Problems in Health ..... \$ .02

Special Services in Outlying

Areas of Alberta ..... .02

Statistics .....	.03
Control of Special Diseases ....	.09
Organization of Hospitals .....	.02
Mental Institutions and	
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# More "Oomph" in Education

Eric A. Johnston

President, U.S. Chamber of Commerce

Reprinted from *The Manitoba School Trustee*

WE NEED to put a little more "oomph" in education. It is a field packed with the dramatic and glamour, too, if you like the word.

I hope, for one thing, that education groups will invite more and more business men, professional men, farmers, labor leaders and housewives to attend your gatherings. Let them criticize if they want to. They'll like you if you do that. It's the first step toward understanding.

## Get Writers Interested

Let's see if we can get some fiction writers interested in wrapping some words about plots laid in schools with teachers and school administrators as characters. Let's play along with the men and women who write magazine articles, remembering always that these people, like the novelists, have got to have a story. That means meeting their prying questions with honest answers, refusing to take offense at their occasional jabs and jibes. This means laying the facts right out on the table and holding back nothing.

And let's keep our story simple. Let's tell it in language people understand. I don't know that there is, but if there is any gobble-de-gook in the trade of education, get rid of it. Let's take a little lesson from the comic strips. They count their readers in the umpty millions. A catch phrase created today by Milton Caniff in *Terry* and the *Pirates* or another by Fred Lesswell in *Snuffy Smith* and

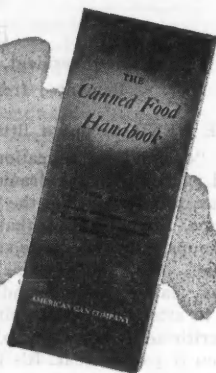
Barney Google is tomorrow's pet expression. Meanwhile, the allegedly erudite journals count their readers in small numbers.

Let's not kid ourselves that we can sell the value of a high level of education without getting down to the level of the man on the street. This takes level thinking. Look at the Community Chest movement. For its charitable and social welfare purposes, it takes in many times over what individual agencies used to get by individual solicitation. Somebody with a good sense of human nature sold the idea that people would be more likely to contribute if they were bothered only once by a solicitor who represented all agencies instead of by fifteen. And it worked.

You can count on the motion picture industry to do its part. I am rather new in that business, but I have been impressed with the tremendous strides in the field of the so-called "educational film." Naturally, one thinks first of all about motion pictures in terms of entertainment. But the motion picture is also a vehicle of communication through which education is inevitably imparted. There will be more and more of this as we go along.

The value of the motion picture to education ought to be magnificent. Alone among all the mediums it has the power to re-enact and recreate events which otherwise cannot be recaptured. Here, for example, is the story of the French Revolution.

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In film, you hear it; you see it. There is the story of the Custer massacre. You see the Sioux as clearly as the ill-fated Mark Kellogg saw them. You hear the rattle of musketry, the triumphant shout of the attacking Indians, and at last you see Comanche, the surviving horse, plunging riderless across the prairies, carrying with him only a story he couldn't tell.

### Approach Must Be Practical

I mention the motion picture industry only as an example of the

dramatic appeal which must be combined with a practical approach in the solution of this riddle of how to sell education.

*To my mind, there is a great story in education, a succession of stories. Education is dramatic. It has everything in it to make it so: struggle, pathos, triumph, competition, good humor and interesting people. Just as business needs more customers, education needs more enthusiasts. For my part, I'll buy it, and what's more, I'll bet we can sell the story.*

## Excerpts from November 1946 C.T.F. News Letter

### C.C.E.C.

The following publications are now available from the Canadian Council of Education for Citizenship, 166 Marlborough Ave., Ottawa, Ont.:

*Educational and Vocational Guidance Materials: A Canadian Bibliography*—prepared by E. F. and Nora Sheffield. This should be a very useful catalogue in the hands of guidance or personnel officers whether in school or industry. The price of the booklet is 25 cents; lower rates on orders in quantity.

*The Problem of Race and My Share and Yours.* These two titles in "The Democratic Way" series of pamphlets, prepared by the Committee on Citizenship of the Canadian Teachers' Federation, are reprints of the originals and sell at 10c for single copies, 3 for 25 cents, bulk orders at 7c.

*A Pocketful of Canada*, edited by Dr. J. D. Robbins, has just come off the press. This book is sponsored by the C.C.E.C. and should be a valuable document for teachers of English in the Primary and Secondary schools throughout Canada.

### Teacher, The Forgotten Man

In the 41st annual report of the Carnegie Foundation for the Advancement of Teaching, the President, Dr. Oliver C. Carmichael, states: "The present crisis in American higher education has a threefold basis. The obvious one is the return of veterans in overwhelming numbers to the colleges and universities. . . . The other two elements are not fully recognized. They relate to the quality of teaching and to the teaching profession upon which the effectiveness of education depends. One sometimes gets the impression that the teacher, the central figure in the educational process, is a 'forgotten man,' and that effective teaching, the essential factor, is taken for granted." The Government has subsidized veterans and has spent millions of dollars on scholarships and fellowships, but practically nothing has been spent for the improvement of the teacher which, after all, is the foundation upon which the whole educational structure depends. Slight increases in pay have been noted, but these are nothing as compared to what they should be if the structure is to be of enduring worth.

## *General Secretary and Office Staff of A.T.A.*



**Eric C. Ansley**



**Miss Jean Stewart**



**Miss Gwen Fadden**



**Mrs. Alice Girard**



**Miss Frances Lovette**



**Miss Frances Barsa**

# HEALTH WEEK

## February 2 - 8, 1947

By Dr. Gordon Bates,

General Director of the Health League of Canada

### Why?

**W**HY do people get sick? Why do thousands of people in Canada contract diphtheria, whooping cough and those other diseases which destroy nearly 1,500 young lives every year? Why do so many men snuff out ten to twenty years before their time? Why do the Canadian people waste hundreds of millions of dollars every year on sickness and through untimely deaths, enough to recreate our whole educational system every year? Why do we spend countless hours of suffering and wasted time in hospitals and homes every year, a great part of it utterly unnecessary?

### How?

How can we prevent this appalling waste of life, waste of time, waste of nervous energy, waste of millions? That is to say, how can we avoid these unnecessary sicknesses and tragically unnecessary deaths?

How can we divert these wasted energies and wasted millions into useful services?

### The Answer

These two questions, *Why* and *How*, are the basis of the Health Week Campaigns of the Health League of Canada.

The answer lies in one direction, and in one direction only—viz., the education of the Canadian people in their outlook on health.

That means really a change of direction of public thinking. For years

—yes for centuries—our energies have been concentrated on the *cure* of disease. Today the emphasis is on the *prevention* of disease.

It is surely far more sensible to prevent disease than to cure it. The gain in time and suffering and costs and reduced death losses would be simply enormous.

### Can It be Done?

There is surely no better place for an educational health campaign than in the schools. The health courses provided in the schools of every province from Grade I to Grade XIII reveal the alertness of the Departments of Education and of Health to this tremendously important feature of school life.

But does the teacher's function in public health end here? Has he done all in his power to bring the health of Canada to a higher level when he has faithfully and zealously taught the health courses provided for his classes?

Surely he can do more than this. The teacher, by virtue of his office, is a leader in his community. He just can't escape this responsibility. If he isn't a leader, then he has missed part of his vocation. What teacher says guides innumerable households. And what teacher says and does in this business of better public health habits and standards can be of immense importance to Canada.

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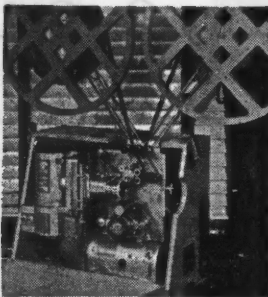
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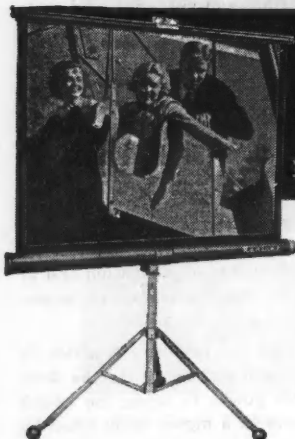
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## Health Week—Feb. 2-8, 1947

And so the Health League of Canada earnestly invites your cooperation. If the 70,000 teachers of Canada give a real lead in their communities in promoting this Health Week, the effect on Canada will be, if not instantaneous, at least decidedly appreciable, within a remarkably short time.

In February 1946 the nine provincial Departments of Education and of Health cooperated officially in the promotion of Health Week. Eighty thousand copies of the booklet "Heroes of Health" (in English and French editions) were issued by the Health League of Canada for distribution throughout our Canadian schools, and the response was gratifying.

February, 1947, we are issuing the booklet, "More Heroes of Health," featuring the stories of Robert Koch, Edward Livingston Trudeau, and Florence Nightingale, along with other material for the week's stories. We expect to furnish a copy to every teacher. May we have your hearty cooperation.

### *Your Cooperation*

May we ask for your cooperation not only in telling these health stories to your class with interest and vim, but by giving a hand in the promo-

tion of Health Week in your community? We shall furnish the clergy, the women's associations, the service clubs, and other groups in your community with information for their part in the campaign. Will you give some thought and some help to the promotion of a real community effort?

You will probably receive some definite, practical suggestions from your teachers' Federation on this matter. We are asking you to give your share in leadership in your community.

### *Information*

If for any reason you do not receive any literature on Health Week by January 15, write us at once and we shall be glad to answer you promptly. Address any communications to the Secretary, Health Week Committee, Health League of Canada, 111 Avenue Road, Toronto, (National Headquarters). 914 Sun Life Building, Montreal (Quebec Division Headquarters).

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# THE TESTING PROGRAM

## at Lawrence Park Collegiate, Toronto

By T. C. Segsworth,  
Lethbridge

**T**HE WRITER, while a Personnel Counsellor at No. 4 Release Centre, Toronto, had the privilege of studying at first hand the Guidance organization at Lawrence Park C.I., Toronto.

This Collegiate was chosen as having the model guidance plan for Ontario. However, we must bear in mind the following: (a) Lawrence Park is a purely academic High School. It is located in a fairly prosperous area of Toronto. (b) A large percentage of its grads eventually go to University. (c) Ontario has 13 grades and no Junior Highs at the moment. (d) The School Act provides one full-time Guidance worker per 500 pupils.

Guidance in Ontario is taken to mean that part of the educational process which emphasizes and deals with the individual needs of students.

A complete guidance program is a five-fold entity, consisting of: (1) Pupil inventory; (2) Occupational Information; (3) Counselling; (4) Placement; (5) Follow-up.

Some years ago a Guidance program was undertaken in Lawrence Park, and it has grown until today it is considered to be a model for

the Province. In the following paragraphs an attempt will be made to outline, as accurately as can be recalled from last October, the testing program in this Collegiate.

In Grade IX, the pupil inventory, if not commenced in elementary school, is started. This C.I. uses the V.G.C. forms available from the Guidance Centre at 373 Bloor W. These are filed in a folder and kept in the Guidance office where they are available for staff survey. The home-room teacher has the responsibility of seeing that these are filled in. Class periods are set aside for this duty, as ample time is provided for this activity.

Testing in Grade IX is done in September. In Grade IX a test of mental ability is administered, either the Henmon Nelson or the Dominion. Two forms are used two weeks apart. The Nelson-Deny reading test is given by the teacher in charge of the library spares. Minnesota Clerical workers and the Detroit Mechanical aptitude tests are given to indicate range of abilities. It follows that the administration of tests is a purely local matter; suffice it to say that they are not administered by anyone not trained in the art.

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Adjustment inventories are used only with the permission of the Principal and parent concerned.

The results of these tests are entered in the Cumulative Record. Occupational studies are carried out during the year, using Parmenter's booklets "You and Your Future." A classroom is available, and also a reference library. Three private rooms are available for interviewing, and these are adjacent to the Guidance classroom.

In Grade X no tests are administered; however, Grade IX test scores are available to show under-achievement, over-achievement, and those who are working up to capacity.

In Grade XI, the Kuder preference record is administered, and also the Wrenn study habits inventory. In the winter, the California Test of Mental Maturity is given. This gives a raw score in verbal and non-verbal items from which an I.Q. is derived. In cooperation with the English Department, each student writes his or her autobiography, which is filed with the Personnel Record, and this becomes a most important Counselling document.

Grade XII, which corresponds to our Junior Matric., is the deciding year in regard to careers. Again a group test of intelligence is administered. The Minnesota Form Board is given to those who are considering engineering. The Bennett Mechanical

Aptitude is also given to boys. The Cleeton Vocational Interest, the Moore Arithmetic Reasoning Test, the N.I.I.P. Test of clerical aptitude, and a re-test of the Nelson-Deny Reading Test make the battery for the grade twelvers. Other tests are available for special cases.

In connection with the Occupational Information classes, reference should be made to a special committee of business and professional men in the community who have agreed to be interviewed personally once or twice a term by students who wish advice regarding their particular profession. Arrangements are made through the central office by the student for an interview. The interviewer is contacted by the Guidance office beforehand, and knows something of the student's background and problem. At the end of the interview he reports his impressions to the school, thus giving the Guidance staff an outsider's viewpoint, and the pupil, experience in being interviewed in a place of business.

In brief, the above gives the reader a general picture of the actual testing portion of the Guidance program at Lawrence Park, which is directed by Mr. Ralph Lewis. A complete picture would, of necessity, indicate the duties of the Director, the Guidance Committee and of the home-room teacher around whom the whole program succeeds or fails.

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"Yep, things is sure getting soft for teachers. Just a few years ago we got five dollars a month for the house, and the teacher done the janitor work for the fuel. Now it's all provided free."

# Schools *Must* Supplant Armies

(Reprinted from *The Scottish Educational Journal*)

IN HIS speech in the McEwan Hall, Edinburgh University, when he received the degree of LL.D., General Eisenhower made these comments on education:—

"I hold that the time has come when civilization will put men of my profession into the ranks of the permanently unemployed. Moreover, I believe that the principal weapon of civilization for bringing about this result is logical, intensive, and inspired education.

"The educational institutions of the world, and more particularly those that compare with Edinburgh in positions of leadership, have an opportunity and a responsibility that, while obviously important to human happiness and progress, may be also measured in terms of human existence. Civilization might not survive another global war. But regardless of speculation on that point, it is certain that the civilized nations cannot permanently afford to seek assurance of their respective security solely through dependence on expensive armaments.

"The world reacts to fear in the manner dictated by its own experience. The price of peace still appears to be measured in the sinews of war, and so sweat and toil and thought and material assets which should go into creating a greater degree of human happiness and improved standards of living and culture and contentment are diverted in large meas-

ure to armies, navies and air forces, sterile in promoting human progress, and not even successful in removing from men's minds the fears that gave them birth.

"Because permanent cure for these evils must be based on knowledge, patience, logic, and breadth of understanding, recourse must be had to education. Hysteria, prejudice, hatred, arbitrary doctrine and impractical idealism can be worse than helpless. They are frequently the cause of quarrel—never the cure.

"A distinguishing phenomenon of latter-day life is the speed of travel and communications, shattering distance and drawing the world together into a community of nations and neighbours. In such an increasingly constricted area and intimacy of relationship, the effect of any significant action anywhere is almost immediate reaction elsewhere.

"Men must be educated to a realization of the inescapable relationship between all areas, all things and all human thought and effort.

"Education, world-wide education, through the schools, the Churches, the public press and radio, and through the written and spoken word, must eventually surmount every barrier of language, geography, or man-made obstruction. It is the main highway to this goal.

"I, a simple soldier, have ventured to speak of these things because of the earnestness of my conviction that schools must supplant armies, and right and justice must rule."

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## Legislative Grants

(Excerpt from November News Letter of the C.E.A.)

Under the new grant scheme which became effective in 1945, the Ontario Department of Education paid to boards of school trustees a sum equivalent to 50% of the total approved operating costs of the elementary and secondary schools of the Province. In 1944 the amount required for the general grant to elementary schools was \$5,887,124. In 1945, under the new scheme, the amount so paid was increased to \$17,439,403 and it is estimated that this year the grants will reach \$20,000,000.

The man walked angrily into the boot repairer's shop. "Look here," he said, "you advertise 'Boots repaired while you wait'—and you have had mine a week and not finished 'em yet!"

"Well," replied the boot-minder, "you're waitin', aren't you?"

Miss Sally Scrum, principal of the Hog Wallow School, opines: "A good way to solve the eternal conflict between the school and the movies would be to have the two institutions exchange seats."

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## Excerpts from Salary Schedule of Milk River Con. S.D. No. 28

(Effective September 1, 1946)

### 1. Basic Salaries:

- |                  |         |
|------------------|---------|
| (a) Elementary   |         |
| (Grades I-VI)    | \$1,500 |
| (b) Intermediate |         |
| (Grades VII-IX)  | 1,600   |
| (c) High School  |         |
| (Grades X-XII)   | 1,800   |

### 2. Increments:

- |                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) Annual increment for experience in Milk River Consolidated School District, 5% of Basic Minimum for each year of service up to a maximum of 10 years; i.e., Elementary \$75, Intermediate \$80, and High School \$90.                    |
| (b) Annual increment for past experience in Alberta — one-half the annual increment for service in Milk River Consolidated School District, up to maximum of 6 years, i.e., \$37.50 for Elementary, Intermediate \$40, and High School \$45. |

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# How Do You Say It?

This is a series of articles, the substance of radio talks by

Duncan Innes, M.A.,

Strathcona High School, over Station CJCA at 1:15 Sunday afternoons

ADMIRABLE—ADD-mir-ab'l or ad-MIRE-ab'l?

SERENITY—se-REEN-iti or se-REN-iti?

PORPOISE—PORpus or PORpoise?

RIBALD—RYE-BALD or RIB-ald?

REQUISITE—REK-wiz-it or re-QUIZ-it?

EXQUISITE—EKS-quiz-it or eks-QUIZ-it?

ATTORNEY—at-TOR-ney or at-TURN-ey?

COSTUME—KOSS-toom or KOSS-tyume?

TORTOISE—TOR-toise or TOR-tus?

TREMENDOUS—tre-MEN-jus or tre-MEN-dus?

WEDNESDAY—WED-ens-da or WENZ-di?

ALMANAC—ALL-man-ac or AL-man-ac?

SEVERITY—se-VER-iti or se-VEER-iti?

STUPID—STOO-pid or STYU-pid?

IGNORAMUS—ig-no-RAM-us or ig-no-RAME-us?

RESEARCH—RE-search or re-SEARCH?

ROUTE—ROOT or ROWT?

ROUT—ROOT or ROWT?

TUESDAY—CHEWS-DAY or TOOZ-day or Tuesday?

CLIQUE—CLICK or CLEEK?

CHIC—SHICK or CHICK or SHEEK?

Those are some of the words which people ask about again and again. To teachers such a list may not appear very difficult, but the best of us make mistakes now and then. . The answers which follow are given on the authority of several of the best dictionaries. . ADMIRABLE takes the accent on the first syllable. . The second E in SERENITY has the

sound of E in GET, and the final Y is IH not EE. SEVERITY, farther down, follows the same rules. . The second syllable of PORPOISE is not POISE; it is cut short. The same goes for TORTOISE when you come to it. RIBALD starts with RIB, but is naughtier than ordinary ribbing. REQUISITE has the accent on the first syllable, of course; so with EXQUISITE, but not, of course, if you listen carefully to some people. ATTORNEY has a U sound and the final Y is soft. COSTUME has a long U as in VOLUME. TREMENDOUS follows the spelling which has no J. WEDNESDAY ignores the D in pronunciation, and the DAY part is cut short. The latter fact is true of all the days of the week, especially of FRIDAY. FRY-DAY smells. ALMANAC begins with ALL and not the AL of ALBERT. STUPID has the long U sound, even if Edgar Bergen says STOOpid; after all Bergen is a comedian. . IGNORAMUS takes the long A following the general rule for words taken from the Latin: verbatim, data, apparatus, and others. . Stupid and ignoramus should be used with care. The user often deserves them more than the person to whom they are applied; the user often proves that fact by mispronouncing them. RESEARCH is better with the accent on the SECOND syllable. ROUTE is ROOT, and ROUT is ROWT. . Tuesday is one of our most mispronounced words; the U is long. CLIQUE is CLEEK, and CHIC is SHEEK. Count them up with a RIGHT minus WRONG and reduce to a percentage. . Perhaps somebody should write another dictionary. . .

The core of our English language came down to us from one of the numerous dialects spoken in England. . That core was somewhat limited and as the needs occurred, it was augmented by borrowing from many languages. We still borrow when necessary. Unfortunately, some of us borrow when quite unnecessary. Just think of the prevalence of the Latin word PER. When we import certain Latin phrases complete, the use of PER is sensible; as in, PER CENT and PER ANNUM. Still we may wonder why some persons think that "two thousand dollars PER ANNUM" sounds better than "Two thousand dollars A YEAR." Per is correct in some commercial uses; a person signing for a firm should write the name of the firm and then PER followed by his own name. In scientific use, PER is accepted in phrases such as: Thirty-two feet per second, but the practice is not admirable. For ordinary use it is much better to stick to plain English; certainly the sound is better. We say "a mile a minute" not "a mile PER minute"; why, then, is it necessary to write: "The car was travelling at thirty miles PER hour"? Weather reports would sound better if the wind increased to twenty miles AN hour, rather than PER hour. Much less defensible are: ten cents PER cut for pie, admission at two dollars PER couple, and many others that you will see and hear. . Good clean English avoids unnecessary foreign words, or anything designed to show that the writer or speaker is full of exotic knowledge. . .

Names for groups of animals and birds often sound curious to us because many of them are now out-of-date. Others are hard to remember. What, for instance, would you call a number of horses gathered together? The first word to come to our minds is BUNCH because that is

the usual word in Western America. But BUNCH in this sense is a local word and there are better ones. While you are thinking that one over, here are some of the curious ones. Some are very expressive; as, a GAGGLE of geese and a SKEIN of ducks. Gaggles by its sound is a good word for a convention of geese, but why should a number of ducks be called a SKEIN? A MUSTER of peacocks sounds military, and is quite appropriate if you have ever seen the brass hats on parade. A MUTE of hounds doesn't match our idea of baying hounds, though it could if we remember that hounds are taught to be silent until the quarry is sighted or scented. A SKULK of foxes is suggestive; so too is a TRIBE of goats. Collective names for birds are sometimes beautiful: a CHARM of goldfinches, a WATCH of nightingales, and a MURMURATION of starlings. We may wonder what ideas suggested these: a GAME of swans, a FALL of woodcocks, and an EXALTATION of larks. We can guess at a CONGREGATION of plovers, while COVERT of coots, and COVEY of partridges seem fairly obvious. A FLOCK of sheep, a HERD of seals, a SCHOOL of whales, and a BROOD of chickens are everyday speech. Many more are recorded, but let us go back to horses. A group of horses is correctly a DROVE, and in special senses a STRING and a STUD. Most of these group names are forgotten in popular speech for we live in a changing world. Our interests run less to hunting and more to mechanical devices. A PARK of motor-trucks interests more people of our mechanical age than does a PRIDE of lions. .

Worldly friendship is profuse in honeyed words, passionate endearments, and commendations of beauty, while true friendship speaks a simple, honest language.—Francis de Sales.

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# INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, 540 21st Ave., N.W., Calgary.

## NIGHT SCHOOL — The First Night

There seems to be a growing demand for adult night classes in Industrial Arts subjects. At least this is true in the larger centres. And certainly it is something to be encouraged by the Shop instructor. It is a service to the community. It is a fine publicity medium for the school shop. It gives the instructor the opportunity to get acquainted with parents and other school supporters. It gives the adults a chance to learn what type of work is being done in the school shop. And through working there they may develop an interest in some phase of the work such as woodworking, which may be the answer to their desire for leisure-time pursuits. Night school can be one of our best assets.

Shop teachers should be aware that night school organization is definitely encouraged by the Department of Education, and that special grants are available for this purpose.

We have been prompted to bring up the matter here by one of those good off-the-program discussions in which we took part during an intermission in the recent teachers' convention. The following observations will strike a familiar note with instructors who have been carrying on night classes, and may be of some little guidance to those who are contemplating doing so.

The actual organization of the night class (usually woodworking) in the individual shop poses a very interesting, and sometimes delicate, problem of management. And if the matter is not handled properly by the teacher at the start, he may find

himself and class in very deep water before long. In the first place, it is sometimes unfortunately true that the night class is operated without careful attention to any objective on the part of the instructor. The class registers. The individual work begins at once. And before many evenings have passed the instructor finds that the majority of the members of the class have gone beyond their depth. Soon he finds himself flitting feverishly from this job to that trying to keep things moving, often with a growing feeling akin to despair that success may not be possible at all. This may seem a bit exaggerated. Anxiety to get off to a flying start often defeats its own purpose.

One must consider the personnel of the class. We recall one group of twelve made up of three housewives, one stenographer, a nurse, a truck driver, a dentist, two primary-school teachers, the bank manager and his wife, and the school principal. Are these individuals, capable as they are in their own fields, to be turned loose in the shop to attempt to make just anything their hearts desire? The soundness of the judgment of these enthusiastic adults with respect to jobs to be undertaken has proved over and over to be questionable (which is probably a gross understatement). A cross-section of their experience in woodworking may be practically nil. Surely no Shop instructor in his right mind will permit these folks to take the immediate plunge into advanced cabinet making, or complicated furniture construction, or intricate lathe work. The instructor must offer guidance. He must tactfully but firmly put his foot down, or both feet down if necessary.

Many of us who have taught night school for several seasons have learned the lesson the hard way. With boys and girls we felt free to say "no," but with adults we were reluctant to do so. We tried to cater to the ambitious desires of the individuals and the struggle was on. And for twenty evenings the poor obliging teacher kept the projects going so that at the end of the season the dentist might have his fine chest of drawers, the stenographer her typewriter table, the bank manager his smoking cabinet, the housewife her coffee table, the school principal his bunk beds for twin boys. We do not make the mistake now. We organize.

Registration night is the most important evening of the twenty. On this first night we "gain time by losing it." We get the necessary information re names, occupations, etc., collect the fees, and then we have the class seat itself around in a cosy friendly half circle for a bit

of a talk. And it is a well-prepared talk by the instructor. It is brief. It is to the point. It is friendly and tactful, of course. We begin by stating that we have something definite to offer in this well-equipped shop, that we aim at something better than merely their money's worth, that we are going to make the best possible use of these twenty evenings (totalling only 50 hours), in order that each member of the class may go away knowing that he has gained some of the skill and knowledge and patience of the woodworker. We have a planned procedure with lessons to teach.

Then, of course, we go on to say that we realize that each adult pres-

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ent has come to the shop with the desire to make something, naturally. But we also express the hope that they have a desire to learn as much as possible in the short time we have together. But before we hear of the individual wishes, let us stop to take an inventory of the possibilities, or should we say, the *limitations to the possibilities* of carrying out the proposed projects. We enumerate them, with appropriate explanation, as:

1. The time at our disposal—the actual number of shop hours.
2. The availability of suitable materials.
3. Costs.
4. The limitations associated with our equipment. We are primarily equipped as a school shop, which, for good and sufficient reasons, embraces little of factory equipment.
5. And most important of all as a determining factor the experience of each of us in the field of woodworking (or whatever phase we propose to tackle). Let us be reasonable with ourselves. We have no desire to make slaves of ourselves with jobs too big or too difficult. We want to have some fun and relaxation from our everyday work during this short evening course. And so on.

Then we open up a round-table discussion based on the above-mentioned points. We answer questions regarding possibilities. We hear of the individual wishes. Compromises are reached. Minds are changed this first night. But not all of them. One or two are obdurate. With them it is a question of the construction of the bedroom suite, or else. They came

determined to exploit the facilities of the shop and the energies of the instructor. We stand firm. They haven't paid their fees yet probably. We hope they won't come back.

We have on display several finished projects that have been made by others in a given length of time, with certain available materials, and with the equipment at our disposal. A good supply of plans and blueprints and books are at hand. We point out that we work only from plans, never permitting a blind stumbling procedure. It is a good lesson to learn. It makes the work progress smoothly and more quickly. Some members of the class brought along sketches or plans. These are discussed individually with suggestions by the instructor regarding construction details, suitable materials, etc.

The hour or hour and a half goes by. Before the meeting breaks up, we all know where we stand. It is announced that work will start the next evening of meeting. Plans and materials should be brought by the students in order that they may get under way. We know we have gained our point without sacrifice on the part of any reasonable individuals. We know also that we are all going to enjoy the session ahead, the instructor included.

Well, we were asked how we started off our night classes. This has been one answer. It works.

Why a human being attracts an insect is not quite known; odor has been suspected, but skin deodorants have not proved effective as repellents.

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# LETTER BOX

## Re Results of Psychological Examination

November 22, 1946

Dear Mr. Ansley:

Each fall over the United States and Canada a uniform Psychological Examination prepared by the American Council on Education is given to freshmen classes. After the scores are submitted, a summary of the results is returned to each institution. The freshmen of the University of Alberta consistently stand well up.

With respect to the year 1946, the following information has been received from the University. It is passed on by the Department of Education since it does reflect somewhat the quality of our high-school graduates in comparison with those of other provinces and states.

"1. Out of 329 institutions in America and Canada reporting scores on the Psychological examination, the University of Alberta stood eleventh from the top.

"2. The gross score mean for 939 freshmen was 120.44, whereas the average of the total population was 101.28. Our average score was at least two points above the 75th percentile of 120.

"3. The mean score range of all institutions was from 127 down to 27.09.

"4. The 939 cases which this institution reported did not include the War Emergency Freshmen in the Faculty of Education."

Yours sincerely,

W. H. SWIFT,

Deputy Minister.

Department of Education.

## Reduced Fares

320 Union Station,  
Winnipeg, Manitoba.  
November 15, 1946

To Registrars and Principals  
Canadian Schools and Colleges.

The following reduced fare arrangements have been authorized by this Association for teachers and students of Canadian Schools and Colleges in connection with the Christmas and New Year holidays:

### Territory:

Between all stations  
in Canada.

### Conditions:

Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

### Fares:

Normal one-way first, intermediate or coach class fare and one-quarter for round trip, minimum fare 30 cents.

### Dates of Sale:

Tickets to be sold good going Monday, November 25, 1946, to and including Wednesday, January 1, 1947.

### Return Limit:

Valid for return to leave destination not later than midnight Friday, January 31, 1947.

Tickets will be good for continuous passage only.

NOTE: Your particular attention is called to the essential condition that Form 18W may be issued to Principals, members of the teaching staff and pupils of the schools and

# Notes from the Canadian Education Association Re Teacher Training

## Teacher Exchange Bursaries

In recognition of the value of Teacher Exchange as a force for Canadian unity, Imperial Oil Ltd. has donated \$2500 to help defray travelling expenses of teachers going to exchange positions in other provinces of Canada or in Newfoundland. The Canadian Education Association will use this money to provide bursaries of \$50 to exchange teachers. It is hoped that this will stimulate interest in teacher exchange, and increase the number of arrangements made for the year 1947-48. If the number of exchanges exceeds fifty, the C.E.A. will try to raise additional money to provide \$50 bursaries for all.

## International Teacher Exchange

A number of enquiries are coming in from officers-in-charge and from teachers about exchange positions in

colleges in Canada, for their personal use.

Schools requiring forms may obtain same on application to this office. Please state the number of certificates that will be required, and be sure to give full name and address of the school or college.

### CANADIAN PASSENGER ASSOCIATION.

Roy H. Powers,  
Vice-Chairman.

*Note: A supply of certificates has been mailed to the Secretary-Treasurer of each School Division in Alberta, and it is hoped that this plan will achieve the aim of making these arrangements known and certificates available to all teachers and students in the Province of Alberta.*

other countries. The C.E.A. is at present making arrangements with the League of the Empire to handle exchanges with the United Kingdom. Accordingly, you may have teachers who wish to apply for exchanges there fill out the new application form for that purpose. A preliminary approach to organizations in the United States has also been made, and it is hoped that we will be able to make a few exchange arrangements with that country. You may therefore have teachers make out the new application forms for United States exchanges on the understanding—as indeed must apply in all cases—that we cannot guarantee results. Unless the directors decide to go further than this immediately, I do not think it likely that we can arrange exchanges with other English-speaking countries during the coming year, but I shall make enquiries and may have something positive to report in a month or two.

The first use of coal as a common fuel in the world is probably recorded in the Saxon Chronicle of Abbey of Peterborough in 862.

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## Official Bulletin, Department of Education

No. 99

A SPECIAL MESSAGE FROM THE MINISTER OF EDUCATION

### *Canadian Citizenship Week, January 5th to 11th*

"The Canadian Citizenship Act becomes effective January 1, 1947. During the week following, the new citizenship ceremonies provided for in the Act will be held in principal centres across the Dominion. While the principal feature of these ceremonies will be the presentation of certificates of Canadian Citizenship to new citizens, it is hoped through them to emphasize to all Canadians the implications of the new Oath of Allegiance and the responsibilities which flow from it.

### *Oath of Allegiance*

'I swear that I will be faithful and bear true allegiance to His Majesty King George the Sixth, his Heirs and Successors, according to law, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen. So help me God.'

Principals and teachers are asked to plan suitable assemblies for Canadian Citizenship Week. It is suggested that the program should illustrate the strength and unity of Canada as a nation, the sources of its heritage and its place in the modern world. This will vary greatly in each locality. It may be a pageant, musical program, folk dance, etc., but the central purpose is to illustrate the unity in diversity of Canadian life and to indicate how essential to Canadian life are the contributions of all the provinces, all cultural groups, and all Canadians, new and old.

In their regular classroom work during this week, teachers should select from the content of the various subjects material and activities that will emphasize the responsibilities, duties and privileges of Canadian citizenship and the traits of character of the ideal citizen of our province and our country."

(Signed) R. E. ANSLEY.

### *New Report Form for Grades VII, VIII and IX*

A new report form for use in the Intermediate (Junior High) School grades will be ready for sale and distribution early in December, 1946. This new form is considerably different from the one formerly used. The number of report items has been reduced and gradings have been put

on a five-point scale to conform more closely with our general practice in examinations.

Please order direct from the General Office, Department of Education, Edmonton, Alberta.

### *Six-Man Rugby Football*

Schools, clubs and other organizations interested in obtaining rule books and other information regard-

ing Six-Man Rugby Football are hereby advised that these are supplied (free of charge) by the Six-Man committee of the C.R.U. Materials may be secured by writing to Mr. G. S. Blackford, Forest Hills School, Toronto, Ontario.

### *Departmental Reading Tests*

On September 25, 1946, Departmental Reading and Vocabulary Tests were administered to approximately 22,000 high-school students. To date 25,000 copies of each test have been shipped in an effort to cover the Province and make copies available for every high school.

The September results for the Province as a whole are given in the following tables. The percentile scores are based on random samplings of 1,000 Grade X students, 1,000 Grade XI students and 1,000 Grade XII students, in each case 400 being

students in city schools, 400 in town and village schools, and 200 in rural schools.

Table 1 gives the achievement in the Vocabulary Test, Table 2 the Reading Rate, Table 3 the Comprehension Scores, and Table 4 the Percentage Score. In each table the results for the three high-school grades are given in percentiles. Percentile 10 (P10), for example, is the point below which falls 10% of the scores. Suppose a Grade X student receives a score of 32 in the Vocabulary Test. Referring to the percentile table we find that he is in P60, which means that 60% of the Grade X students in the Province have obtained a score lower than his, while 40% have secured a higher score.

The median (P50) represents the mid-point in the distribution of scores.

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TABLE 1—VOCABULARY

	Grade X	Grade XI	Grade XII
P90	43.2	47.0	51.9
P80	38.2	42.1	47.5
P70	34.8	38.1	43.8
P60	32.0	35.3	40.7
P50	29.3*	32.5*	37.9*
P40	26.9	29.6	35.7
P30	24.7	26.9	33.2
P20	22.4	23.9	30.1
P10	19.1	20.2	26.1

TABLE 3—COMPREHENSION

	Grade X	Grade XI	Grade XII
P90	107.4	116.3	136.0
P80	95.1	100.1	118.3
P70	85.8	90.0	109.1
P60	78.7	82.4	100.9
P50	73.1*	76.0*	92.5*
P40	67.7	69.0	84.8
P30	62.5	62.0	78.7
P20	56.8	55.0	70.1
P10	48.3	47.1	60.8

TABLE 2—READING RATE

	Grade X	Grade XI	Grade XII
P90	511.3	512.5	529.5
P80	464.1	472.8	510.1
P70	449.9	456.6	464.1
P60	413.0	431.9	452.3
P50	408.7*	411.2*	426.5*
P40	390.7	405.7	411.0
P30	360.0	386.4	402.9
P20	333.7	351.2	368.1
P10	301.3	322.6	331.4

TABLE 4—PERCENTAGE

	Grade X	Grade XI	Grade XII
P90	77.3	79.6	83.2
P80	71.8	74.4	78.3
P70	67.6	70.2	75.1
P60	64.4	66.2	72.0
P50	60.9*	63.2*	68.6*
P40	57.8	60.2	64.7
P30	54.1	56.9	61.2
P20	49.3	52.6	57.3
P10	43.4	47.0	51.0

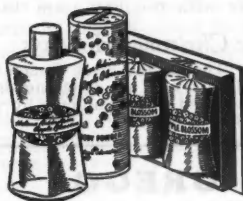
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*Christmas*

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## Departmental Reading Tests

1943, 44, 45 and 46

### Vocabulary

	1943	1944	1946	1946
Maximum possible score	60.0	75.0	75.0	75.0
Median Score				
Grade X	37.7	36.0	29.9	29.3
Median Score				
Grade XI	41.4	43.3	35.6	32.5
Median Score				
Grade XII	44.8	45.9	44.1	37.9

### Comprehension

	1943	1944	1945	1946
Maximum possible score	191.0	214.0	274.0	188.0
Median Score				
Grade X	56.0	47.7	92.2	73.1
Median Score				
Grade XI	60.7	54.4	102.6	76.0
Median Score				
Grade XII	66.7	57.8	115.0	92.5

### Reading Rate

	1943	1944	1945	1946
Maximum possible score	R(500)	R615	R532	R571
Median Score				
Grade X	251.5	295.7	312.3	408.7
Median Score				
Grade XI	252.3	301.1	331.7	411.2
Median Score				
Grade XII	261.9	301.6	341.7	426.5

The tests will no longer have a compulsory feature but schools will be able to obtain them on request beginning with the Fall term 1947.

### Re Christmas Holidays

Under The School Act December 23 and January 3, are teaching days unless declared to be holidays by the School Board.

## GREGG

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## --- Obituary ---

### Mr. Ben Parker

Mr. Ben Parker, a former Principal for many years of the North Delton School in Edmonton, died in the hospital at Smithers, B.C., in June, 1946.

Mr. Parker was 78 years of age when he retired from the Edmonton staff and moved to Smithers, B.C., to live with his son.

Ben, as he was known to all, was, after his retirement, a frequent visitor to the City, and he called upon his friends in May on his last visit to Edmonton.

Mr. Parker celebrated his ninety-th birthday in May of this year, and one month later died, after an illness of one week brought on by a stroke.

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## The MATH-SCI Corner

D. L. SHORTLIFFE  
Edmonton

HELEN MORRISON  
Calgary

Contributions may be sent to D. L. Shortliffe, Victoria High School, Edmonton, or to Miss Helen Morrison, Rideau Park School, Calgary.

It is planned to start a column in this Corner in which teachers can pass on suggestions regarding the source of material not listed in the Course of Studies, which they have found helpful in the elementary and intermediate Science and Mathematics courses. Please send such suggestions to Miss Helen Morrison, University Demonstration School, Calgary.

The following information might be of interest to Grade VII and VIII Science teachers:

1. Two collections, one of rocks and the other of minerals, can be obtained from the Department of Mines and Resources, Ottawa, for 50¢ each prepaid. The specimens are numbered and there is an accompanying identification chart for each.

2. Star maps can be obtained from the David Dunlap Observatory, University of Toronto, for 1¢ each.

### *The Use of the Sign of Equality*

The sign "=" as used in our schools seems to be degenerating into a substitute for the overworked conjunction "and." The idea that wherever there is a break in thought the sign "=" can fill the gap is prevalent.

Such expressions as the following are common:

Vol. =  $8 \times 6 \times 10$  cu. ft.  $\times 70¢ = \$268.80$   
1½

It is understandable that pupils should make such mistakes in their

initial attempts in working with units of measurement and the sign of equality. Our problem is to see that they do not continue to do so. What are we doing about it?

### *Some Problems and Aims in Reading as Related to the Teaching of General Science*

Because it is the right of every pupil to be as well skilled in the tool subjects as his capacity will allow, we as teachers of Science have some responsibility in perfecting the skill of reading.

The Science student must learn to vary his method of reading to fit the purpose. He must know when to skim and when to read intensively. He must recognize concepts which will need to be learned thoroughly because of their broad application. He must be able to interpret diagrams, graphs and charts, as much information is gained from this non-narrative type of reading. The wide range of subject-matter in the General Science course causes a special problem in vocabulary. New concepts appear in one unit to be used only a few times and then to be dropped as far as that particular course is concerned. Another difficulty is that familiar words are given new meaning, e.g., work.

The courses cover such a wide field of knowledge that we are prone to hurry on to the next topic neglecting to give the pupils any training in the use of books and time to reflect on what they have read. A few

# SUMMER SESSION

1947

University of Alberta

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by

December 10th

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or

**The Director, Summer Session**

periods set aside for such training in each unit would improve the pupil's grasp not only of Science but of other subjects as well.

Our aim should be to produce a reader who has developed the following skills:

(a) the ability to use discrimination in the choice of material bearing on a given subject;

(b) the ability to define and use with precision words peculiar to the subject;

(c) the ability to follow directions and interpret results;

(d) the ability to recognize basic principles as they apply to observations.

---

We are grateful to Col. Balfour for the following interesting discussion of a problem in Senior Algebra:



...tional, educational,  
...subjects

# Local News

## TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

### ANDREW

The Andrew Sub-local meeting was held on October 13 in the Sniatyn School, in the evening. There was a good turnout. There was a lively discussion covering such subjects as the janitor's work, Christmas concerts, and others. Mr. S. Tomashavsky agreed to give an explanatory talk on insurances, as covered by the Community Economics studies, at our next meeting. Miss Mary Greff will also give a short informative talk. The members present were told that they were invited to attend the next meeting of the Willingdon Sub-local to be held Nov. 15, at 7 p.m. After the meeting, a very delicious lunch was served by Mr. and Mrs. Nick Stratchuk, Mrs. Behm, and Miss Mary Greff.

### ATA

On Oct. 22 the Ata Sub-local met in Lena School at Del Bonita, for the purpose of reorganization. The slate of officers elected was as follows: President, Mr. H. L. West; Vice-President, Mrs. Harper; Sec.-Treas., Mrs. S. Woods; Miss Draff, representative on the Teachers' Committee; and representative to the St. Mary's River Local, Mr. H. L. West. After a discussion of the new constitution for the above Local, the meeting adjourned.

### BAWLF

The organization meeting of the Bawlf Sub-local was held on Oct. 1 at the Convention held in Camrose. The new executive is as follows: President, Mr. A. Skattebo, Rosalind; Sec.-Treas., Miss Woods, Rosalind; Press Correspondent, Miss L. De Bora. Bawlf. It was decided to hold the first meeting at the Bawlf teacherage on Oct. 16.

At the meeting of Oct. 16, finances as at present and for the coming year were discussed. Plans were made for the next meeting which is to be held in Olaton on Nov. 20. At the conclusion of the business meeting lunch was served; 11 members and 3 visitors were present.

### BEAVERLODGE

The organization meeting of the Beaverlodge Sub-local was held on Thursday, October 17, at the home of John MacNaught. The new executive was elected as follows: President, Mr. Toews; Vice-President, Mr. J. Harrington; Secretary-Treasurer, Mr. Ray Ferguson; Press Correspondent, Olga Dron. Eleven members were present. It was decided that the meeting be held on the third Tuesday of every month. After some discussion it was decided to write a letter to the Divisional Office concerning the films being shown by the National Film Board. The next meeting is to be held at the home

of Mrs. Dagleish. At the next meeting there is to be a discussion, led by Mrs. Connolly and Mrs. Dagleish, on the types of Christmas concerts suitable for rural schools. The meeting was adjourned, after which a delicious lunch was served by Mrs. Perry and Miss MacNaught.

### BELLIS

A meeting of the Bellis Sub-local was held on Saturday, Oct. 26, at the Bellis High School. Six members were present. Mr. Meroz led the discussion on the following topics: (1) Physical Education and Volley Ball. (2) Contents of the A.T.A. Magazine. Members were requested to bring their A.T.A. Magazine to future meetings. (3) Record sheets and cards for supplementary reading. (4) Resolutions were taken up at the A.G.M., some of which concerned the following: (a) Provincial Salary Schedule, (b) Demands for a new register, (c) Signing of term reports, (d) Separate janitor cheques, (e) Final date of notification for terminating teachers' contracts (July 20). The meeting adjourned at 4:00 p.m. A refreshing lunch was served by Mrs. Pelech at her home.

### BON ACCORD-GIBBONS

A reorganization meeting of the Bon Accord-Gibbons Sub-local was held in the Bon Accord High School on November 14. The election of officers was to have been the main item, but due to a very poor attendance, it was decided to postpone further election of officers until such time as all the schools in the Sub-local were represented. Elected were: President, Mr. J. Sywolos; Secretary, Mickaline Kowalski. Those in attendance wish to express their thanks to Mr. D. K. Murray, who, from the City, motored through the snow storm to help reorganize this Sub-local. Discussions were held on such matters as Local and Divisional Track Meets, Salary Schedule, Pension Scheme, and the Income Tax as applied to married teachers. The next meeting will be held on a date set by our President, regarding which all teachers will be notified. All teachers concerned are requested to be present. Our meeting was adjourned after a tasty lunch, including an excellent Christmas cake, which was served by Mrs. Cardiff and Mrs. Heacock of the Bon Accord High School.

### BOYLE

The second meeting of the Boyle Sub-local was held in Warren School on Thursday, November 7. Seven teachers were present. It was decided that we have a discussion on Remedial English at our next meeting.

### CHIPMAN

A reorganization of the Chipman Sub-local was held on Oct. 18 at the home of Mr. K. J. Shaver. There were seven teachers present. An executive was elected as follows: President, J. P. Kozlak; Sec.-Treas., and Press Correspondent, Mrs. J. F. Kozlak; Vice-President, Miss Kalowski; Councillor, Mr. M. Krezanoski. Discussions took place as to the program for the next meeting. A very delicious lunch was served by Mr. K. J. Shaver.

### CROW'S NEST PASS

The first meeting of the Crow's Nest Pass Local was held on Oct. 8 in the Bellevue School. Miss A. Soulet acted as President, and Miss I. Sellon as Secretary. Newly elected officials are as follows: President, Mr. W. Jallep; Sec.-Treas., Miss J. Millett; Vice-President, Mr. Draper. The main feature of the meeting was a report by Mr. H. Alena on a meeting held in Coleman with Mr. Bar-

nett regarding salary schedules. It was decided to hold meetings the first Tuesday of each month at 8 p.m.

#### DERWENT

An institute meeting of the Derwent Sub-local was held at Brierfield on Nov. 15, with fourteen members present. Due to unforeseen circumstances, the guest speakers for the afternoon were unable to attend. However, Mr. Podeluk gave an interesting report on Physical Training, and Mr. Bober on Art in the Intermediate Grades. Plans were made for the Track Meet which is to be held in the spring at Derwent. A delicious lunch was served by Mr. and Mrs. Podeluk. Following the lunch the members enjoyed a Treasure Trail Quis and a game of Whist. The next meeting is to be held at Derwent on December 14, at 2 p.m. The program will be as follows: Speakers for the afternoon: Miss A. Schur, Miss H. Rozko and Mr. J. Kalychuk. The social committee elected for the coming meeting consists of Miss H. Rozko and Mr. W. Bober.

#### DRAYTON VALLEY

At 2:30 p.m. Saturday, Oct. 19, the Drayton Valley Sub-local met at the Drayton Valley teacherage with Mr. Wolodko, the President, in charge. A number of subjects were discussed. It was decided to hold our Christmas concerts on Friday, Dec. 20. We also discussed the holding of a Collective Concert, each teacher to contribute one number, for the purpose of raising funds for the A.T.A. Each teacher was also asked to prepare a hectograph copy of busy work for use in the lower grades. These were to be distributed among those desiring them. We also considered the possibility of raising funds for the purchase of a projector, for use in the schools of our Sub-local. At the close of our meeting, a delicious lunch was served by Miss Hoff and Mrs. Deby.

Due to stormy weather, the attendance was small at the meeting of the Drayton Valley Sub-local held at Rocky Rapids teacherage on Nov. 16. The next meeting is to be held at the Drayton Valley teacherage at 2:30 p.m. Saturday, Dec. 14. All teachers in this area are urged to attend.

#### EGREMONT

The first meeting of the Egremont Sub-local was held at the home of Miss Bottolfs on Nov. 15, with eight teachers present. The main topic of discussion that evening concerned a raise of salary for teachers of one-room schools. This topic is to be discussed further at the next meeting. It was decided that the next meeting be held on Dec. 6, at the home of Mr. Skowerond. The meeting adjourned, and a delicious lunch was served by Miss Bottolfs.

#### EVANSBURG-WILDWOOD

The first fall meeting of the Evansburg-Wildwood Sub-local was held in the Wildwood teacherage on September 21. Officers elected for the coming year were: President, Mr. Stonehocker; Vice-President, Mrs. Rogers; Secretary-Treasurer, Mrs. Hellekson; Press Correspondent, Mrs. Tindall; Councilor, Mrs. Platt. It was decided that the Sub-local suggest to the Local that they bring up the matter of salary negotiations at the Convention and negotiations be completed before December 31. The matter of the musical festival was left for discussion at the next meeting. The October meeting is to be held at Mrs. Rogers, Stral, on October 19. At the close of the meeting, a delightful

lunch was served by the hostess, Mrs. Hellekson.

There was no regular meeting held on October 19, as there were only a few members present.

#### FAIRVIEW

The organization meeting for the Fairview Sub-local was held in Fairview High School on Saturday, October 5, with the six Fairview staff members in attendance. The new executive elected is as follows: President, Miss M. Sutherland; Vice-President, Miss C. Macintosh; Sec.-Treas., Mr. E. E. Oliver; Press Correspondent, Miss A. Kennedy. It was decided that meetings would be held on the first Saturday of each month. A cordial welcome is extended to out-of-town teachers.

A meeting of the Fairview Sub-local was held at the residence of Misses Sutherland and Fitzsimmons on Saturday, Nov. 2, with 12 members in attendance. The agenda consisted of a keen discussion on Health Problems in the Rural and Town School, led by Miss Miller, followed by a book review by Mr. Dean, Superintendent. The afternoon was brought to a close with the serving of a delicious lunch by the hostess.

#### FORESTBURG

The second meeting of the Forestburg Sub-local was held at Galahad on Tuesday evening, Nov. 5, with nine members present. It was decided that hereafter the meetings would be held on the first Wednesday in the month. It was also decided that the next meeting should be followed by a social evening. Miss Brundage, Forestburg, Miss Pascoe, Galahad, and Mr. Walker, Alliance, were put in charge of the entertainment. A member from each village was elected to interview rural teachers, with the aim of obtaining a greater attendance at the meetings. Mr. I. C. Birdsall then led in an interesting discussion of the Constitution. The meeting adjourned, followed by a tasty lunch.

#### GRANDE PRAIRIE

On Saturday, November 2, the second meeting of the Grande Prairie Sub-local was held in the Grande Prairie High School. The slate of officers is as follows: President, Sr. Mary St. Agnus; Vice-President, Mr. Dixon; Secretary-Treasurer, Miss Bertha Hodges; Press Correspondent, Madeleine Russell. The principal business of this meeting was the discussion of various activities for future meetings. The next meeting is to be held in Montrose School. It was decided that the program should consist of slides.

#### HOLDEN

On Saturday, November 2, the Holden Sub-local met in the school library, with Mr. Wm. Ogrodnick presiding. This was the first regular meeting of the year, and proudly we report a record attendance for our Sub-local. The afternoon was spent in planning the year's activities. The next meeting will be held in the library on Friday, December 6, at 7:00 p.m. Officers for the year are: President, Mr. Wm. Ogrodnick; Vice-President, Mr. Earl Harty; Sec.-Treas., Miss E. Giebelhaus; Festival Representative, Mr. G. Brinscombe; Sports Representative, Mr. A. Yuhem; Local Representative, Mrs. H. Hutchison.

#### HUGHENDEN-CZAR

At the first meeting of the Hughenden-Czar Sub-local, held at Hughenden, the fol-

lowing officers were elected: President, Miss L. Hochhausen; Vice-President, Mr. O. Broemeling; Secretary, Miss R. Trisko; Sub-local Councillor, Miss Siebrasse; Press Correspondent, Miss Matwchuk. The next meeting will be held on Nov. 16 at Cesar.

#### INNISFAIL WEST

The third meeting of the Innisfail West Sub-local was held on Nov. 6, at the home of Mr. Sloan, with six teachers present. The new officers elected for the term were: President, Mr. Bill Mewha; Vice-President, Mrs. Westergard; Secretary, Miss M. Sveinson; Councillor, Mr. Sloan; Press Correspondent, Mrs. Nelson. Mrs. Westergard and Mr. Sloan then submitted some tests in Social Studies and Remedial English for study and group discussion. We withheld reports on the Calgary Achievement Tests until a later date when Mr. Barnes could be present with us. We were pleased to have as our guest an ex-teacher of Dickson, Miss Margaret Nissen, recently returned from the Mission at Numan, Nigeria, Africa. She willingly related some of her experiences since her absence from the profession, in exchange for our discussions of the teacher's daily problems. The next meeting was set for Dec. 4 at Mr. Mewha's home, when Miss Sveinson and Mrs. Norman will present book reviews, and suggestions for building up our libraries. After the meeting adjourned, Mrs. Sloan served a bounteous lunch to all present.

#### KILLAM

The Killam Local held a meeting in the Killam Co-op. Hall on October 26. By their attendance, a large number showed their interest in the Local. Speakers for the evening were: Mr. A. E. Fee, M.L.A.; Dr. Chalmers, Superintendent of Killam Division; and Mr. Albers, Geographic Representative. Mr. Merts showed films using the new projector from Sedgewick. After the business meeting, lunch was served by the teachers of Killam School.

#### LA COREY

The first meeting of the La Corey Sub-local for the term 1946-47 was held at the La Corey School on Saturday, Nov. 2. The new executive for this term is as follows: President, Mr. K. W. Fraser; Vice-President, Mr. R. B. MacGillivray; Sec.-Treasurer, Sr. St. John de Calvaire; Councillor, Mr. H. W. Taylor; Press Correspondent, Miss H. Yadowsky. There was a short discussion on the next spring's "Non-Competitive Field Day," on which the Secretary is to get more information for the next meeting scheduled for Dec. 7. Sister Omer Marie will give a talk on problems of method and technique in Division I Enterprise.

#### LEGAL

On November 12, Mr. Chaba from Opal came to help reorganize the Legal Sub-local. The following executive was elected: President, Mr. Albert Shank; Vice-President, Rev. Sister M. M. Cote; Secretary, Mrs. M. Carrier; Press Correspondent, Miss A. Plotkins. Twelve teachers were present at this first meeting, and many different matters were discussed. We have decided to meet the first Tuesday of every month, the meeting place to be the Legal School.

#### MEETING CREEK

The organization meeting of the Meeting Creek Sub-local was held on Oct. 22nd in the Edberg Hotel. Mr. J. Paetkau acted as President, and Miss L. Sickelsteel, as Secretary. The newly elected executive is as

follows: President, Mr. J. Paetkau; Vice-Pres., Mr. N. Kviste; Sec.-Treas., Miss L. Sickelsteel; Program Committee, Miss P. Lien, Miss E. Hoyme and Mr. G. Dennis. It was decided to hold the next meeting in Meeting Creek on Nov. 26. A lively discussion on Salary Schedules followed. At the close of the business meeting a delicious lunch was served.

#### MYRNAM

The first meeting of the Myrnam Sub-local was held in the New Myrnam School on Saturday, November 2. The slate of officers for the coming year is as follows: President, Mr. Wm. Taschuk; Vice-President, Mrs. M. Meronyk; Secretary-Treasurer, Mr. L. Lesevich; Councillor, Mr. M. Meronyk; Press Correspondent, Mr. D. Stevens. A report was given by our Councillor, Mr. Meronyk, and a lively discussion followed, particularly with regard to the placement of teachers. The meeting went on record as being in favor of a Dramatic and Musical Festival next spring. Meetings are to be held on the first Saturday of each month.

#### OLDS

The annual meeting of the Olds Local was held on November 1 in the Palliser Hotel during the recent Teachers' Convention. The following officers were elected for the term 1946-47: Honorary President, Mr. X. P. Crispo; President, Mr. H. G. Forgues, Olds; Vice-President, Mr. Chris Flanagan, Didsbury; Secretary-Treasurer, Mr. E. T. Wiggins, Didsbury; Press Correspondent, Mrs. Booker, Didsbury; Local Councillors: Mr. John Weir, Sundre, Miss Alyce Weiss, Didsbury, Mr. H. G. Forgues, Olds; Salary Negotiating Committee: Mr. John Weir, Sundre, Mr. W. A. J. Loisele, Hainstock, Mr. Herb Stiles, Didsbury. The first meeting of the session has been called for November 20, when a full attendance is anticipated.

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### PARADISE VALLEY

The last meeting of the Paradise Valley Sub-local was held at Paradise Valley. Festival work was discussed and Festival committees were appointed. Later we retired to the home of Mr. M. Moncrieff, where Mrs. Moncrieff served us a lovely lunch. The next meeting will be held in the new school at McLaughlin on Nov. 13. We hope all members will be present.

### PICARDVILLE-BUSBY

The second meeting of the Picardville-Busby Sub-local was held in Alcomdale on Oct. 26 in the tearage of Misses Helen and Pauline Klapouschak. The meeting was well attended. Mrs. Hunter from Busby is the President; Mr. Robert Andrusyshyn, Vice-President, and also Councillor; Miss Pauline Klapouschak, Secretary-Treasurer and Press Correspondent. Many interesting discussions took place pertaining to the coming Track Meet which will be held next Spring. Also the possibilities of reorganizing the festival on a less competitive basis were discussed. The members thought this would give more children a chance to participate. The Div. II Manual that had been started by the Sturgeon Local came up for discussion. It was hoped by some members that if at all possible it should be completed. At present most of the material is lost. The meeting which was very enjoyable in spite of the crowded conditions was concluded with refreshments.

### PINCHER CREEK

The organization meeting of the Pincher Creek Local was held in the Pincher Creek High School on Saturday, October 19. The following officers were elected: President, Miss M. Kowalchuk; Vice-President, Mrs. Ekelund; Secretary-Treasurer, Miss B. Pearson; Press Correspondent, Miss I. Campbell. Salary Negotiating Committee: Mr. K. Brown, Convener, Mr. R. L. Fitzpatrick, Mr. P. Iwasuk, and Mrs. Ekelund. Miss Kowalchuk and Mr. Brown were appointed as representatives to attend the A.G.M. Following the election of officers, teachers' salaries as possibly affected if Pincher Creek schools join the Pincher Creek Division was a point of discussion.

### PROVOST

A successful and well-attended rally of the teachers of the Provost Division was held in the Provost School on Saturday, November 3. About thirty teachers were present. The afternoon session dealt with the salary schedule to be negotiated with the Divisional Board in the near future. Roy Fraser, chairman of the teachers' salary schedule committee, was in the chair for

this discussion. A buffet supper was served in the Household Economics room, with Mr. and Mrs. MacDonald, Mrs. Fraser and Mrs. Otkin as guests.

Following the supper, Mr. E. MacDonald, Superintendent of the Division, gave a timely talk on the new curriculum as compared to the old. He also suggested activities for the Sub-locals of the Division. Sound films were shown to the teachers, with Mr. E. Otkin as operator. The rally concluded at about 9 p.m. The ladies on the Provost staff, Miss Pratt, Miss McKilligan, Miss Mackenzie and Mrs. Martin, directed the serving of the supper. The President, Carl Farvolden, announced that another rally will be held in the new year, likely in late January or early February.

### REDWATER-OPAL

The regular meeting of the Redwater-Opal Sub-local was held at the home of Mrs. A. Malowney on Nov. 6. There were six members present. Arising out of the minutes, there was a discussion on the sound projector. Mr. N. Kraychy gave a detailed report on his investigation of the cost of the complete machine. The group decided to undertake the project, and at once began to plan methods of raising funds for the purchase. Other topics which came up for discussion concerned income-tax deductions for married women teachers, and raise in rent of the tearageries. The next meeting will be held on Dec. 4 in the dining hall of the Redwater Hotel. Mrs. A. Malowney served a hearty lunch at the close of the meeting.

### RIMBEY

The Rimbey Sub-local held its regular meeting in the Rimbey High School. A paper on the teaching of English Grammar was given by Mrs. Annie Polushin. Mary Jells gave a review of a book "My Lady of Cleves." Some suggestions were offered to the salary negotiating committee, which has been invited to review the schedule question with the Divisional Board. The committee consists of William Blore, A. M. Winiarski and G. D. O. Carr. The President and the Vice-President of the Local, Percy P. Collins and James Demanchuk, respectively, are members ex officio.

### ROCHESTER-TAWATINAW

The first meeting of the Rochester-Tawatinaw Sub-local was held on October 19th at Tawatinaw. Eight members were present. Mr. V. Laskoski acted as chairman, and Miss A. Belmont as Secretary. The election of new officers was as follows: President, Mr. V. Laskoski; Vice-President, Mr. Ellington; Sec.-Treas., Miss A. Belmont; Representative of Sub-local, Mrs. Stolen; Press Correspondent, Mrs. A. Podeluk. Audio-visual aids were discussed, and it was decided to raise funds to purchase a projector for the use of the Sub-local. The next meeting is to be held at Rochester on Nov. 9th. Mr. Hodgson, Superintendent, and Miss May, District Nurse, will be in attendance.

### RYLEY

At a meeting of the Ryley Sub-local, held in the Masonic Temple following the meeting of the Holden Local business meeting, the following officers were appointed for 1946-47: President, Mr. Harold Parsons; Vice-President, Mrs. J. D. McDonald; Sec.-Treas., Miss Nellie Wollen; Press Correspondent, Mrs. M. E. Thorley; Representative to Holden School Division Board, Mr. J. D. McDonald.

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### SMOKY LAKE

The organization meeting of the Smoky Lake Sub-local was held on October 11, 1946, with the following slate of officers elected for the term: President, M. Skuba; Vice-President, O. Semenchuk; Secretary, M. Ukrainetz; Councillor, N. Makasenko. Amongst other matters, it was decided to hold monthly meetings on the last Friday of every month. The first meeting is to take place on November 29, 1946. It is to be a social affair, followed by a report on Hospitalization by Dr. Dobson.

### SPIRIT RIVER-RYCROFT

On October 19th, the first Sub-local meeting of the Spirit River-Rycroft Sub-local was held in the Spirit River School. Election of officers was the first item of business: President, Mrs. Bryan; Vice-President, Mr. Weldon; Secretary, Sister Hudon; Press Correspondent, Mrs. Cuthbert. According to a suggestion by Mr. Schrag, our Superintendent, we arranged to prepare tests on Social Studies in Division II. These tests are to be used throughout the Division. Other Sub-locals will do likewise for Mathematics and English. At the conclusion of the business meeting, lunch was served by the Spirit River teachers.

### SPRUCE GROVE-STONY PLAIN

The organization meeting of the Spruce Grove-Stony Plain Sub-local was held at the High School in Stony Plain on Oct. 23. The following were elected to the executive for 1946-47: Chairman, Mr. Anderson; Secretary, Miss Lechelt; Vice-President, Miss Robinson; Councillor, Mr. Eichenlaub; Press Correspondent, Mrs. Melvin. The next meeting will be held at Spruce Grove on Nov. 6, at 8:30 p.m. After the meeting a tasty lunch was served by Mrs. Ohlson.

### STETTLER

The second monthly meeting of the Stettler Sub-local was held at the home of Mr. S. W. Hooper on October 4. A request from the Stettler Kinsmen Club for assistance with their Halloween Shellout campaign was discussed; and a resolution passed unanimously to give full co-operation to the Kinsmen. Mrs. Banford, program convener, gave an interesting review of a current education magazine. Miss H. Keil gave a humorous reading. After the meeting, a delicious lunch was served by the hostess, Mrs. S. W. Hooper.

The third meeting of the Stettler Sub-local was held at the home of Miss Jean Irwin on November 1. Business arising out of the recent Convention at Red Deer was discussed. After the business meeting an informal discussion of the address by Dr.

McIntosh at Red Deer took place. Miss V. Hansen read a paper dealing with the problem of teaching arithmetic to beginners; and Miss K. McAllister read a paper on the correct handling of behaviour problems in school. Both papers elicited considerable discussion. After the program Miss Irwin served a refreshing lunch.

### STONY PLAIN

At the November meeting of the Stony Plain Sub-local, held in the Spruce Grove senior room, an interesting film formed the highlight of the evening. A program was drawn up for the year, the first item to be a talk on Household Economics by Miss Deksne at the December 6 meeting at Stony Plain. All members of the Sub-local are urged to attend. The tasty lunch served by Mrs. Eichenlaub at her home was enjoyed by all present.

### VERMILION

The Vermilion Sub-local was reorganized for this term, with the following officers: President, Mr. W. G. Hay; Vice-President, Mr. L. V. Smith; Secretary-Treasurer, Miss Lucy Milne; District Councillor, Mr. F. Walker. The meetings are to be held regularly on the third Saturday of the month at 3 p.m. in George's Lower Deck in Vermilion. At the November meeting Mr. Jack Thorburn gave an interesting talk on "The World of Sport," emphasizing the value of organized sports on a school curricula. At the next meeting, January 18, Mr. L. V. Smith will lead a discussion "Conserving the Pupil's Eyesight." In the meantime, a questionnaire and material for testing eyes will be distributed to the teachers. It is hoped that the results of this survey may be used to prove the expediency of establishing a Health Unit in this area.

### WESTLOCK

An organization meeting of the Westlock Sub-local was held in the Westlock School on October 23. Nine teachers were present. Election of officers was as follows: President, Mr. Waddell; Secretary-Treasurer, Mr. Deason; Vice-President, Mrs. Parton; Press Correspondent, Mrs. MacGregor. Discussion of plans for future meetings occupied the remainder of the evening. For the next meeting, to be held on November 27, a drive for members was to be held. The topic for an Open Forum will be "The Enterprise System," and it is hoped that some suggestions will be adopted by the members to be sent to the Department of Education as requested by the Minister at the Fall Convention. For the following meetings it was decided to stress problems of teachers, and of the teaching profession, rather than pursue a course of study which would not be of particular interest to all. Also, the

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social side of life was to receive special attention. On Nov. 27, the teachers of Westlock School will serve lunch at the meeting to be held in the school, and it is hoped a large number will turn up to make it a real success.

## WILLINGDON

On Friday, Nov. 15, the teachers of Hairy Hills, Andrew and Willingdon gathered together for a joint meeting and social evening at Willingdon School. Mr. George Kolotyluk, President of the Willingdon Local, presided at the meeting. Among the speakers were: Mr. Pookkay, President of the Hairy Hills Local; Mr. Huculak, who represented the teachers from Andrew; Mr. N. Svekla, of the Willingdon staff; and Mr. White, Superintendent of the Vegreville

School Division, who gave a very interesting talk on "Motivation." The meeting closed with a brief discussion of topics touched on by the speakers. The members then adjourned to the school gym for a very enjoyable social evening featuring a delicious lunch prepared by Miss I. Shandro, Miss E. Faryns, and Mrs. G. Kolotyluk. The program for the evening was prepared by Miss S. Zetyruk, and Mr. N. Dushinski, and consisted of dancing, a sing-song, and beautiful renditions of "Little Grey Home in the West," "L'Espanola," and "Dance Gypsies, Play Gypsies," by the guest soloist, Mrs. J. Zukiwsky, with Mr. R. E. Zuar accompanying. The get-together proved very enjoyable and successful, providing for the first time this year an opportunity for the teachers to get together and to make new acquaintances.

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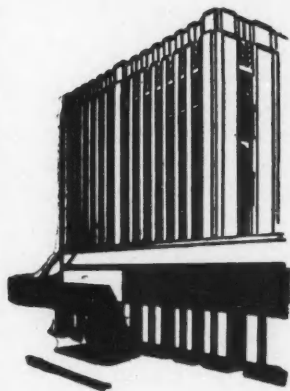
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cordial wishes of the season,  
"Merry Christmas and a  
Happy and Prosperous  
New Year."

May you and yours enjoy to  
the fullest, the cheer and  
happiness of the  
Christmas season.



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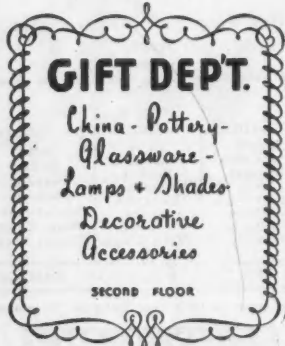
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IT HAS been a delightful task—that of seeking a new combination of words with which to adequately express to you the heartiness of our Good Wishes during the Festive Season, but new word-arrangements do not always satisfy, therefore we say in the time-honored fashion.

**A Merry Christmas and a  
Happy New Year**

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